

# Performance - Drama

## Our vision

**“All the world’s a stage, and all the men and women merely players”:** William Shakespeare.

At Sir John Talbot’s School, we aim for students to develop rich knowledge and confident practical skills through world class inclusive Drama teaching and extra-curricular experiences, regardless of their prior knowledge and involvement in the subject.

## Students will...

- Explore professional Drama repertoire from different times and places, across different genres.
- Perform this repertoire with increasing control, proficiency and professionalism.
- Create original work, authentically capturing genre and style.
- Critique the work of professionals, peers and self thoughtfully, with accurate and expressive use of subject-specific vocabulary.
- Further immerse themselves in the world of Performing Arts through an exciting programme of extra-curricular opportunities, including additional lessons, clubs, ensembles, performances and educational visits.

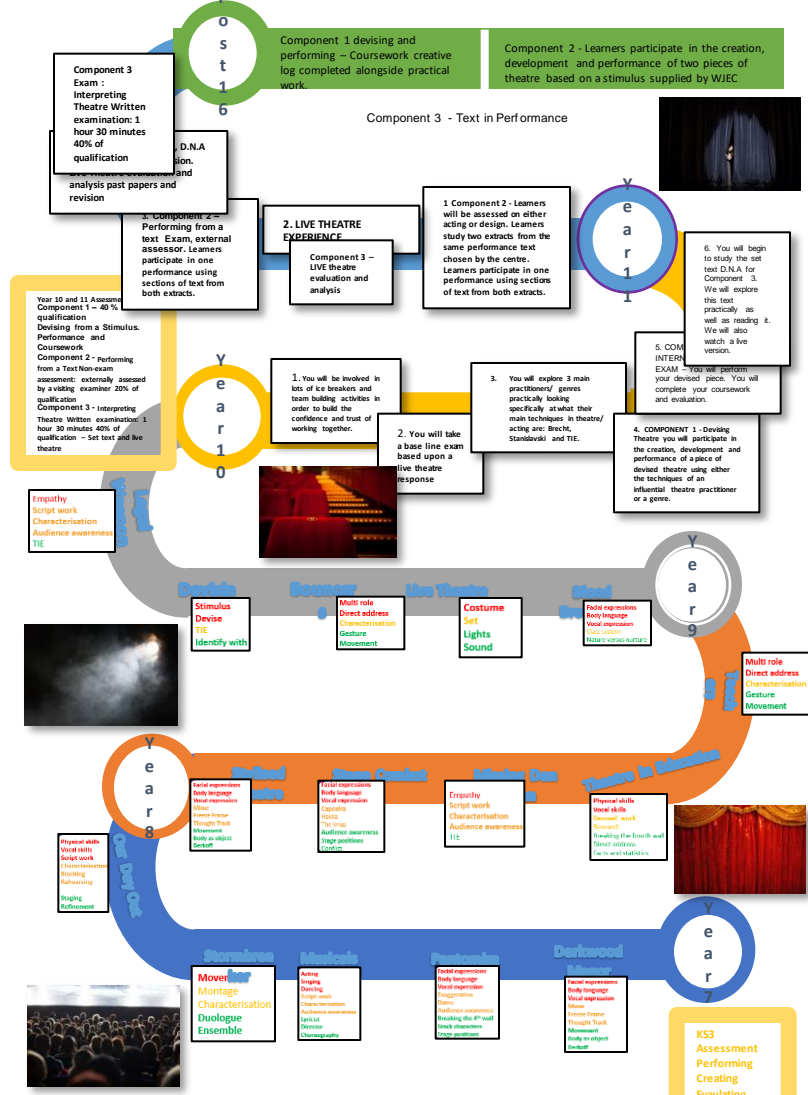
## The Bigger Picture – understanding and applying skills through Drama

"All the world's a stage, and all the men and women merely players". William Shakespeare.

At Sir John Talbot's school, we offer our players (students!) the opportunity to work collaboratively to generate, develop and communicate ideas. We encourage them to develop as creative, effective, independent, confident and reflective students who are able to make informed choices in process and performance, which in turn provides life skills coupled with a love of the subject.

At Key Stage 3 we offer the opportunity for all students to be fully immersed in the world of drama by exploring scripts, characterisation, staging, choreography, influential practitioners as well as many other skills and experiences. We offer theatre trips which further extends the love of theatre. At Key Stage 4 and 5 we push these skills further to produce confident and knowledgeable performers with lifelong skills.

Drama offers something for everybody. We teach to the top to inspire a passion for the subject which can grow regardless of individual starting points. All students are catered for and those who need something extra have practical advice and support, which encourages them to want to achieve.

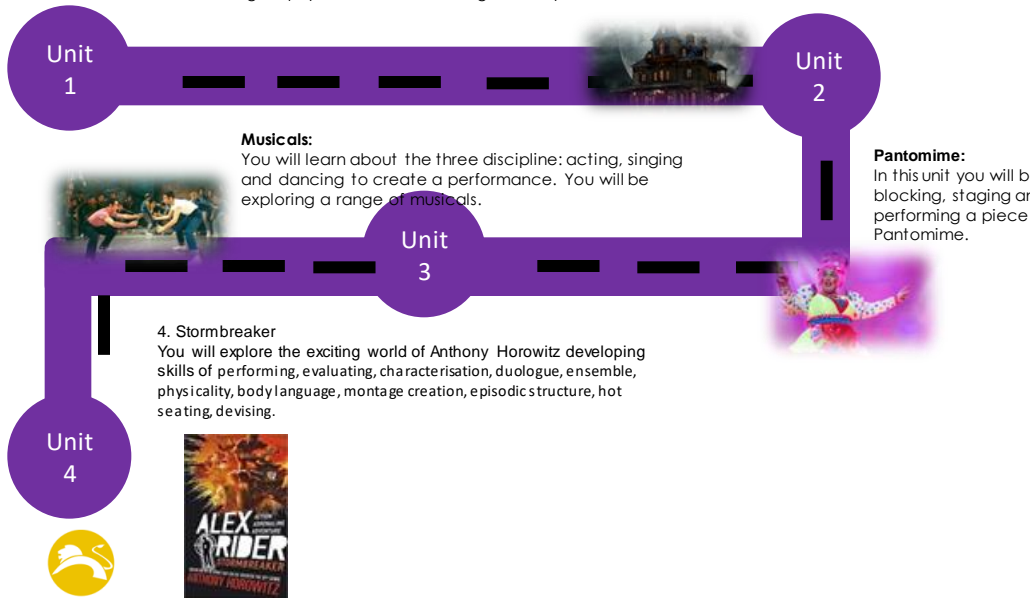


# Sir John Talbot's School: Drama

<b>Year 7</b>
<b>Curriculum Map</b>

## Darkwood Manor:

In this unit you will be following the story of the mysterious Darkwood Manor. You will be using a variety of performance skills, focusing on physical theatre, to bring the story to life.



**Year 7**

**Curriculum Map**

## Assessment

- **Performing**
- **Creating**
- **Engagement/effort**

## How can I complete this?

**Performing:** Using the skills for the unit, remaining focused and in character.

**Creating:** Working well as a team and contributing ideas.

**Engagement/Effort:**

Having a positive attitude with others and the task.  
Contributing to discussions and your group.





Year 7 Drama Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Each lesson has it's own row	This should be explicit and refer to the National Curriculum for KS2/specifics from previous KS3 years.	Specific. Agreed by the subject/faculty team.

# Sir John Talbot's School: Drama

Year 8

Curriculum Map

**Stylised Theatre:**  
You will learn about how to bring a non-naturalistic performance to life using specific techniques such as synchronization, canon, voice and movement.

Unit 1

Unit 2

**Teachers:**  
You will be introduced to the comedic play using and learning the skills of direct address and multi role breaking the fourth wall with the over the top characters.



Unit 3

**Stage Combat:**  
You will learn how to bring fights on stage to life by using Capoeira, the Hakka and the knap.



Unit 4

**From Antigone to Rosa Parkes:**  
You will learn about the techniques and traditions of Greek Theatre, for example chorus work.



Sir John Talbot's school

## Assessment

- Performing
- Creating
- Engagement/effort

## How can I complete this?

**Performing:** Using the skills for the unit, remaining focused and in character.

**Creating:** Working well as a team and contributing ideas, sometimes taking the lead.

**Engagement/Effort:** Having a positive attitude with others and the task. Contributing to discussions and your group.

Remaining focused in a fun environment.



Year 8 Drama Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Each lesson has it's own row	This should be explicit and refer to the National Curriculum for KS2/specifics from previous KS3 years.	Specific. Agreed by the subject/faculty team.



Year 9

Curriculum Map

# Sir John Talbot's School: Drama

## 1. "Blood Brothers" by Willy Russell

Students will explore the play looking at the social and historical context and class system during the play. Students will use this information to inform their characterisation while performing

Unit  
1



Unit  
2

## 2. DNA

Students will learn to analyse the text of a complete play and workshop ideas for stage direction and character development

## 3. 'Refugee Boy' - a deep dive into a play text



Unit  
3



## 4. Devising from a stimulus

Students will create their own performance from a stimulus using and exploring ideas from past GCSE papers

Unit  
4



Sir John Talbot's school

### Assessment

- Performing
- Creating
- Engagement/effort

### How can I complete this?

Performing: Using the skills for the unit, remaining focused and in character.

Creating: Working well as a team and contributing ideas, sometimes taking the lead.

Engagement/Effort: Having a positive attitude with others and the task. Contributing to discussions and your group.

Remaining focused in a fun environment.



Year 9 Drama Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Each lesson has it's own row	This should be explicit and refer to the National Curriculum for KS2/specifics from previous KS3 years.	Specific. Agreed by the subject/faculty team.



TO YEAR 11

6. You will begin to study the set text D.N.A for Component 3. We will explore this text practically as well as reading it. We will also watch a live version.

Component 3 – LIVE theatre evaluation and analysis

Summer Term

5. COMPONENT 1 – INTERNAL ASSESSED EXAM – You will perform your devised piece. You will complete your coursework and evaluation.

LIVE THEATRE EXPERIENCE



Spring Term

YEAR 10



4. COMPONENT 1 - Devising Theatre you will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre.

Autumn Term

1. You will be involved in lots of ice breakers and team building activities in order to build the confidence and trust of working together

2. You will take a base line exam based upon a live theatre response

3. You will explore 3 main practitioners/ genres practically looking specifically at what their main techniques in theatre/ acting are: Brecht, Stanislavski and TIE.

Your GCSE DRAMA STARTS HERE...

## GCSE

### Curriculum Map

#### Assessment

You will be assessed on the following three strands

Creating

Performing

Evaluating

#### COMPONENTS

Component 1 – 40 % of qualification  
Devising from a Stimulus.  
Performance and Coursework

Component 2 - Performing from a Text  
Non-exam assessment: externally assessed by a visiting examiner 20% of qualification

Component 3 - Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification – Set text and live theatre

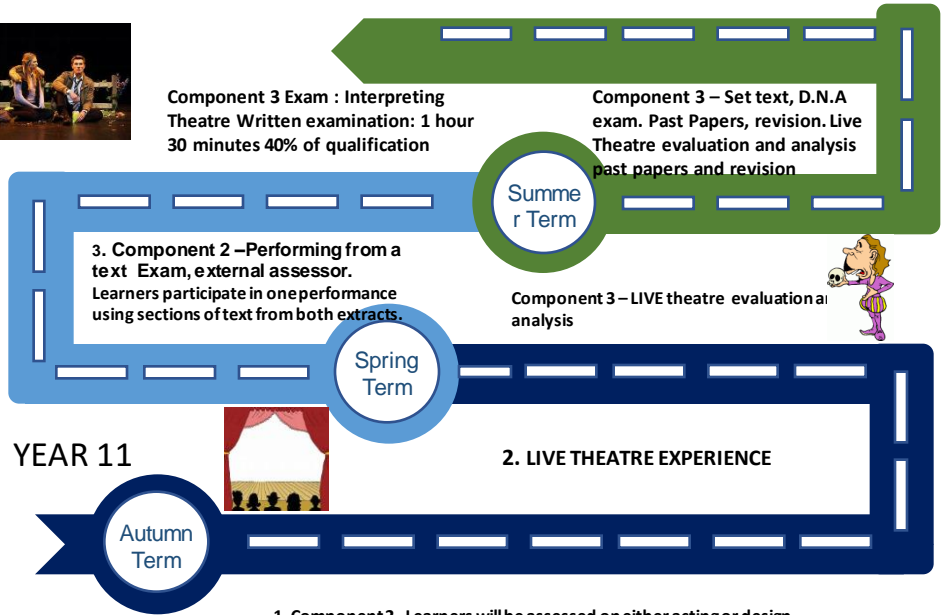
#### What can I do at home ?

Watch as much live theatre as possible  
BBC Bitesize – Practitioners and styles of Theatre  
After School, rehearsals

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Drama at either AS or A level.

# Sir John Talbot's school

## DRAMA



This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Drama at either AS or A level.

**Your GCSE DRAMA STARTS HERE...**

GCSE	
Curriculum Map	
Assessment	
You will be assessed on the following three strands	
Creating	
	Performing
Evaluating	
COMPONENTS	
<b>Component 1 – 40 % of qualification Devising from a Stimulus. Performance and Coursework</b>	
<b>Component 2 - Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification</b>	
<b>Component 3 - Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification – Set text and live theatre</b>	
I will audition for a part in a school production	
What can I do at home ?	
Watch as much live theatre as possible BBC Bitesize – Practitioners and styles of Theatre After school rehearsals	

## The Big Picture

Year Group: KS4

Students will complete 3 Components of Work that explore theatre from a practical perspective with analysis and evaluation of how all elements of theatre can influence interpretation of performance.

## Intent

Students will complete Eduqas GCSE Drama

Skills Covered: Performance Skills, Design Skills, Directing Skills, Stage Design, Character Interpretation, Evaluation of Live Theatre.

Students will develop all their KS3 knowledge and understanding of theatre to a higher level. They will study a full play in depth and attend Live Theatre.

Students who are opting for A-Level will find this course forms part of the natural progression to A-Level, with an added level of challenge and intensity.

## Implementation

Students will complete 3 Components of the course over the 2 years. They will have 3 hours in Year 10 and 2 hours in Year 11.

LORIC: students will write LORIC in books when they are doing written work as school policy and reflect on which area they focused on. LORIC skills are developed throughout the process of developing performance.

Students will be encouraged to give constructive peer feedback on a regular basis to form part of the assessment process. Independence will be nurtured during the rehearsal process.

Interleaving of the key skills in Drama will happen during teaching of set text so that students are confident in seeing the bigger picture of how theatre is constructed in order to convey the themes/playwrights intentions.

When outstanding work is produced, we will record these and showcase on the canteen screens. We will also do pop-up performance in The Drama Studio during lunch times.

Students will develop confidence with key Drama vocabulary so they can apply in written exam.

### Assessment

Comp 1&2 Mocks and final assessment (Comp 2 Visiting Examiner)  
Mock Exams added to tracker to inform PPG and current progress.

**MAD** time with students responding to teacher feedback at key assessment points to drive progress for the individual.

### Autumn Term

Yr 10: Component 1  
Yr 11: Component 2&3

### Spring Term

Yr 10: Component 1  
Yr 11: Component 2&3

### Summer Term

Yr 10: Component 3 & C/W

## Impact

Students will be able to apply all Drama skills and knowledge of Practitioner/Genre with confidence in performance. Students will develop a greater understanding and awareness of how all elements of theatre must blend together to create the final performance.

Knowledge and skills will be repeated, built on and extended next year in a more challenging way if students continue to study at A-Level.